Ministry of Advanced Education

Annual Report for 2016-17

saskatchewan.ca

Government of Saskatchewan

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Letters of Transmittal

The Honourable Bronwyn Eyre
Minister of Advanced Education

Her Honour, the Honourable Vaughn Solomon Schofield,

Lieutenant Governor of Saskatchewan

May it Please Your Honour:

I respectfully submit the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2017.

The report demonstrates Advanced Education's ongoing efforts to support Saskatchewan's post-secondary students as they gain the skills they need to enter the job market. The Ministry also supports institutions to provide programs that meet the needs of our communities and economy.

Advanced Education is committed to increased accountability, honouring government commitments and responsibly managing expenditures.

Bronwyn Eyre

Minister of Advanced Education

David Boehm
Acting Deputy Minister of Advanced Education

The Honourable Bronwyn Eyre,

Minister of Advanced Education

Dear Minister Eyre:

I have the honour of submitting the Annual Report of the Ministry of Advanced Education for the fiscal year ending March 31, 2017.

The report provides highlights of the past year. I am proud of the hard work being done by everyone in the Ministry to ensure students can access high-quality programs at institutions throughout the province.

This report also contains an accounting of the Ministry's revenues and expenses. All of the information in the annual report is accurate, complete and reliable.

David Boehm

Acting Deputy Minister of Advanced Education

Introduction

This annual report for the Ministry of Advanced Education presents the Ministry's results for the fiscal year ending March 31, 2017. It provides results of publicly committed strategies, key actions and performance measures identified in the *Ministry of Advanced Education Plan for 2016-17*. It also reflects progress toward commitments from the Government Direction for 2016-17, the *Saskatchewan Plan for Growth – Vision 2020 and Beyond*, throne speeches and the Ministry.

The annual report demonstrates the Ministry's commitment to effective public performance reporting, transparency and accountability to the public.

Alignment with Government's Direction

The Ministry's activities in 2016-17 align with Government's vision and four goals:

Saskatchewan's Vision

"... to be the best place in Canada – to live, to work, to start a business, to get an education, to raise a family and to build a life."

- **Sustaining growth and opportunities for Saskatchewan people**
- **Meeting the challenges of growth**
- **Securing a better quality of life for all Saskatchewan people**
- **Delivering responsive and responsible government**

Mandate Statement

The Ministry is responsible for the post-secondary education sector that supports a growing Saskatchewan and that leads to a higher quality of life. The Ministry places a high priority on meeting the needs of students by ensuring that our post-secondary sector is accessible, responsive, sustainable, accountable and provides quality education. Working with our post-secondary institutions, the Ministry is focused on providing opportunities for all students, especially First Nations and Métis people, to prepare them to live, work and learn in Saskatchewan.

Mission Statement

The Ministry provides leadership and resources to foster a high quality advanced education and training system that responds to the needs of Saskatchewan's people and economy.

Ministry Overview

The Ministry of Advanced Education's employees all work out of the Ministry's Regina offices with the exception of one employee located at the University of Saskatchewan campus.

The Ministry is divided into two divisions:

- Sector Relations and Student Services includes the Universities and Private Vocational Schools Branch, the Technical and Trades Branch and Capital Planning Unit. All work directly with Saskatchewan's post-secondary institutions. The Division also includes the Student Services and Program Development Branch, which supports student loan applicants and recipients through the student services call centre. They also work on policy and program development.
- Corporate Services and Accountability provides supports within the Ministry. The Division includes the Corporate Finance Branch, the Planning, Strategy and Evaluation Branch, the Property Management and Support Services Branch and the Business Systems and Risk Management Branch.

The Ministry maintains agreements with other provincial jurisdictions to support Saskatchewan students in specialized post-secondary education programs that are not delivered in Saskatchewan.

The Ministry builds collaborative partnerships to support effective delivery of programs and services for students and graduates in Saskatchewan. The Ministry is committed to continuous sector improvement through research, analysis, evaluation and policy development.

Post-Secondary Education in Saskatchewan

The Government of Saskatchewan provides a variety of financial supports to students and graduates, as well as leadership and funding to post-secondary institutions to ensure they are responsive to labour market needs, accountable and effectively governed.

Post-secondary programs and services are delivered through partnerships with a diverse group of institutions and organizations. Our Ministry ensures strategic alignment and effective two-way information sharing between the Ministry and:

- The University of Saskatchewan (U of S);
- The University of Regina (U of R);
- Saskatchewan Polytechnic (Sask Polytech);
- federated and affiliated colleges;
- regional colleges;
- Lakeland College;
- Saskatchewan Indian Institute of Technologies (SIIT);
- Northern Teacher Education Program/Northern Professional Access College (NORTEP/NORPAC);
- Dumont Technical Institute (DTI); and,
- Gabriel Dumont Institute (GDI).

The Ministry registers and monitors private vocational schools to ensure compliance with the legislation to protect student interests. It provides secretariat support to the Saskatchewan Higher Education Quality Assurance Board (SHEQAB), which oversees a quality assurance process that ensures degree programs meet high quality standards.

Saskatchewan's post-secondary system provides support to the province's labour force development. Saskatchewan's advanced education network – particularly the U of S and the U of R – supports research and development, an innovation agenda and related science and technology initiatives.

Progress in 2016-17

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

This Ministry goal supports the strategic priority from the *Saskatchewan Plan for Growth*: improving education outcomes.

This Ministry goal supports the post-secondary sector expectation of accessibility. This expectation is that Saskatchewan's post-secondary sector offers qualified people the opportunity to attend and succeed.

Ministry Goal

Students succeed in post-secondary education

Strategy

Increase post-secondary attainment

Key Actions and Results

The Ministry engaged in the following activities to ensure that current and future students have the resources they need to succeed in their studies.

Provide financial student supports through the Canada-Saskatchewan Integrated Student Loan, the Saskatchewan Student Bursary, Grants and Scholarships.

- More than 21K students received in excess of $10M through the Saskatchewan Advantage Scholarship, which provides eligible Grade 12 graduates with up to $500 per year towards their tuition to a maximum of $2K.
- In 2015-16, the Saskatchewan Innovation and Opportunity Scholarship provided $2.7M to public post-secondary institutions. Government support is matched by funding raised by post-secondary institutions, the private sector and community-based partners. Institutions can target scholarships for students in areas that align with their strategic direction or to fields where innovative work is being done, including but not limited to: mining; energy; agriculture/ biotechnology; environment; science; nuclear medicine; forestry; manufacturing; and engineering.

- Twenty-three recipients have been awarded $115K through the Scholarship of Honour, which pays tribute to returning soldiers, as well as the spouses and children of injured or fallen members of the armed forces, by providing $5K towards their post-secondary education.

Support savings for post-secondary education through the Saskatchewan Advantage Grant for Education Savings.

- The Saskatchewan Advantage Grant for Education Savings (SAGES) program provides a 10 per cent top-up to a Registered Education Savings Plan contribution up to a maximum of $250 per child per year and a lifetime maximum of $4.5K per child.
- More than $7.8M was paid to Saskatchewan beneficiaries through SAGES based on contributions this year, an increase of 37 per cent compared to 2015-16. The participation rate among children and youth aged 0-17 years was 22.4 per cent compared to 16.7 per cent in the previous year.
- Approximately $23.4M has been paid to nearly 58,000 Saskatchewan beneficiaries since SAGES was introduced in January 2013.

Continue to support the development of free open education resources to reduce textbook costs for students

- Open education resources are textbooks, workbooks and other materials that are available to students and teachers for free through an open license.
- Since 2015, $500K has been invested to create resources expected to save approximately 7,500 students $700K in annual textbook costs.
  - U of S – seven textbooks being developed will help nearly 1,900 students with savings of $169K per year.
  - U of R – five projects underway will benefit 3,500 students and save almost $375K per year.
  - Sask Polytech – nine projects underway will benefit 2,200 students and three nursing textbooks stand to save students nearly $130K per year.

Support pathways and transitions for students

- Students can move more quickly and easily between high school and post-secondary education and then into the workforce through a wide variety of specific courses, academic programs and learning experiences.
- Saskatchewan post-secondary institutions are working together to improve credit transfer options for students through the Saskatchewan Transfer Credit and Learner Pathway Council. The Council, which includes the Ministry of Advanced Education, Sask Polytech, U of R, U of S, SIIT and Briercrest College and Seminary, has moved forward in the following areas:
  - Dual Credit – the Council is working on a provincial dual credit strategy to enhance and increase opportunities for learners to earn high school and post-secondary credits at the same time in the same course. The Council completed work on a scan that identifies dual credit policies and programming in other provinces. Work is underway to develop guiding principles for the strategy.
  - Student Promotion – updates have been made to the government's Transfer Credit webpage to improve the information available to students. The Council has started a long-term project to promote pathway opportunities to students both within and outside Saskatchewan.
  - Credit Inventory – the Council has developed a transfer credit inventory that will be published on the website and updated regularly. Work is underway on a transfer credit gap analysis of the inventory to identify areas where there are no transfer credit agreements in place.
- In 2016, the Saskatchewan Post-Secondary Graduate Outcomes Survey for 2014 graduates (the Graduate Survey) indicated that two in 10 graduates used transfer credits for their program, and 84 per cent were satisfied with their transfer credit experience.

Increase global engagement through Saskatchewan students studying abroad

- The Ministry is on-track to increase the number of Saskatchewan students studying and working abroad by 50 per cent by 2020.
- 1,047 post-secondary Saskatchewan students participated in a study abroad experience, a 21 per cent increase from 2014-15. These students travelled to over 100 different countries with the United States and China being the most visited locations.

Designated Institution(s)	Study Abroad Participants
Saskatchewan Polytechnic	28
Theological Colleges	59
University of Regina	244
University of Saskatchewan	716
Total	**1,047**

Develop and encourage services to meet diverse needs of students

Encourage institutions to increase the participation and success of First Nations and Métis students

- The Ministry investment has increased 49 per cent since 2007-08.
- Saskatchewan post-secondary institutions saw a 34 per cent increase in enrolment since 2007-08.
- Since 2007, there are 9,900 more First Nations and Métis graduates with a post-secondary certificate, diploma or degree in the provincial labour market.
- The Ministry provided targeted funding to two institutions to help more First Nations and Métis learners succeed.
  - $375K was provided to SIIT to increase student engagement, retention and achievement through their Access and Success model. The most recent data available shows the retention rate of Aboriginal students in diploma programs in 2015 increased by 13 per cent from 2014.
  - $612K was provided to Saskatchewan Polytechnic to increase the recruitment, retention, and success of First Nations and Métis students through their Aboriginal Student Achievement Plan. The most recent data available (2015-16) shows the Aboriginal graduate employment rate is strong at 84 per cent. Ninety-five per cent of employers were satisfied or very satisfied with the overall preparation of Aboriginal students.

First Nations and Métis Student Success
$19M
directly to First Nations and Métis post-secondary education
Nearly
16,350
First Nations and Métis learners were enrolled at post-secondary institutions in Saskatchewan
SIIT

Review current programs and policies focused on people with disabilities and develop a plan to address the identified issues, consistent with government's Disability Strategy

- Since November 2015, the Ministry has been working with post-secondary partners to implement the action items and recommendations in the Disability Strategy through an advisory committee and two working groups.
  - Supports and services for students with disabilities – this working group is collecting information from post-secondary institutions on policies and accommodations provided to students with disabilities to ensure they are consistent and adequate.
  - Student financial assistance programs – this working group is surveying other Canadian provinces to determine how their assistance programs are accessible for students with disabilities.
- The Graduate Survey indicates that 93 per cent of requests for accommodation were partially or completely fulfilled among graduates who self-identified as having a disability.

Additional Information

Enrolments at Saskatchewan Post-Secondary Institutions

- Overall enrolments have remained stable over the past five years.
- University enrolment has increased by nearly six per cent since fall 2012, with a 13 per cent increase at the U of R and a one per cent increase at the U of S.
- Since 2011-12, enrolments at Sask Polytech have increased by 22 per cent. Enrolments at DTI have increased six per cent. Enrolments at other non-university institutions decreased.
- Aboriginal enrolment is increasing at a faster rate than overall enrolment.

Universities Fall Term Enrolment	Total Enrolment		Aboriginal Enrolment		
	Fall 2016	% Change 2012 to 2016	Fall 2016	% Change 2012 to 2016	% of Total Enrolment
University of Regina	14,849	13%	1,932	49%	13%
University of Saskatchewan	21,441	1%	2,409	64%	11%

Other Post-Secondary Institutions Annual Enrolment	Total Enrolment		Aboriginal Enrolment		
	2015-16	% Change 2011-12 to 2015-/16	2015-16	% Change 2011-12 to 2015-16	% of Total Enrolment
Regional Colleges	19,094	-15%	2,965	-7%	16%
Saskatchewan Polytechnic	15,853	22%	2,440	35%	15%
Saskatchewan Indian Institute of Technologies	1,721	-14%	1,547	-14%	90%
Private Vocational Schools	1,451	-20%	n/a	n/a	n/a
Dumont Technical Institute	269	6%	269	8%	100%

Notes: The university counts reflect fall term enrolments. Counts for all other institutions are based on annual headcounts. There is a one-year lag time in reporting annualized headcounts because they are not available until after the close of the academic year. Adult Basic Education enrolments are not included in the above counts. Saskatchewan Polytechnic counts reflect program enrolments only; students taking courses outside of a program are not counted. Data reported for Private Vocational Schools only reflect Category I schools. Some double counting may occur across institutions resulting from students taking programs or courses at more than one institution, or in cases where more than one institution reports students in a brokered or collaborative program (such as the Saskatchewan Collaborative Bachelor of Science in nursing program that is offered jointly by the U of R and Sask Polytech).

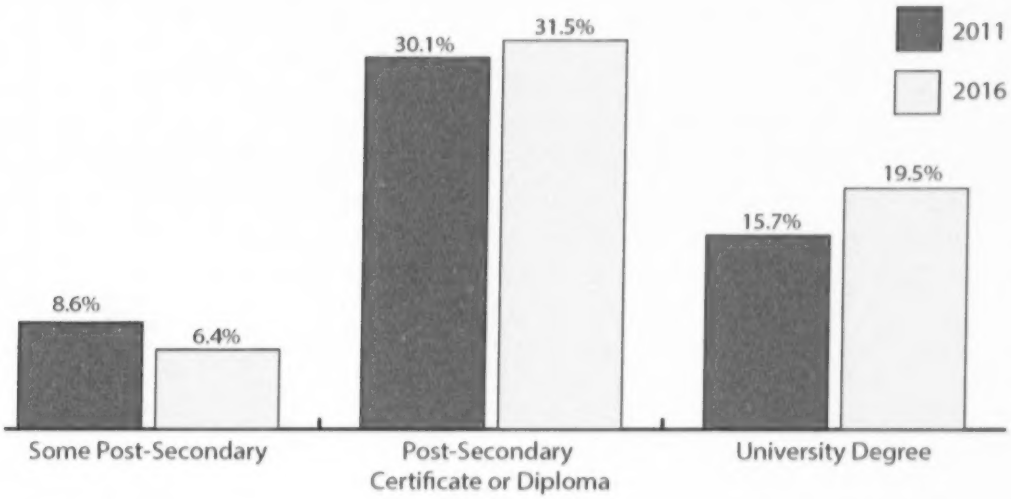
Sources:

- *U of R Office of Resource Planning*
- *U of S Data Services*
- *Sask Polytech Census Student Statistics for Academic Years 2009-10 to 2015-16 Annual Report Addendum (http://saskpolytech.ca/about/about-us/reports-and-statistics/documents/2015-2016/2015-16-annual-report-addendum-student-census.pdf)*
- *SIIT Annual Report 2015-16*
- *Private Vocational School Student Statistics reported annually to the Ministry of Advanced Education, 2009-10 to 2015-16*
- *Regional College and GDI 2015-16 Annual Reports*

Performance Measures

Post-Secondary Educational Attainment of Population Aged 15 Years and Over

Post-Secondary Educational Attainment of Saskatchewan Population, 15 Years and Over, 2011 and 2016



Note: Rates may differ slightly from those reported in earlier reports due to the use of a custom tabulation of Statistics Canada's Labour Force Survey estimates instead of Statistics Canada's CANSIM Table 282-0004. The custom tabulation includes Aboriginal identity estimates which are used elsewhere in this report.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average.

Results:

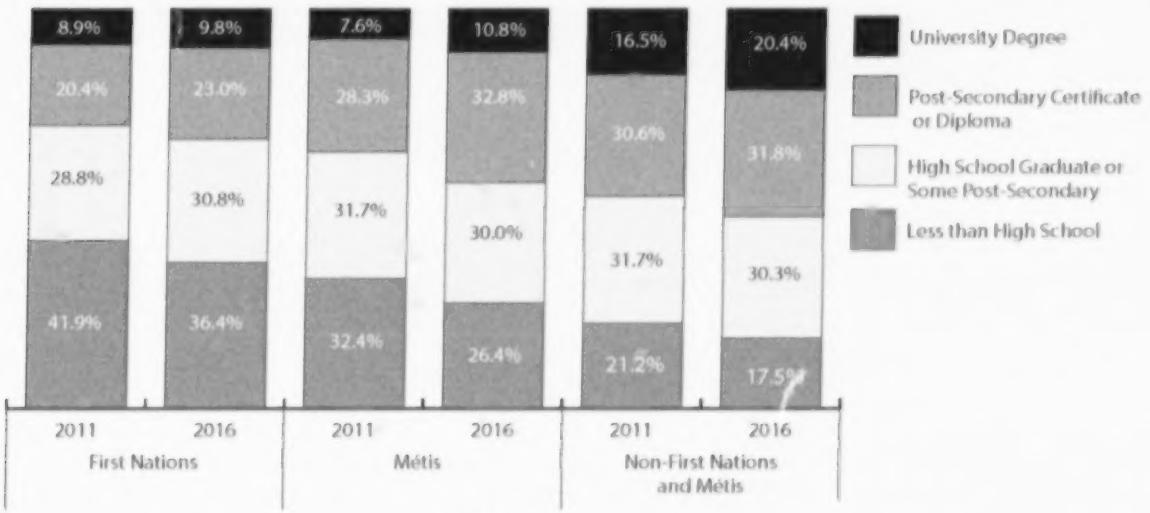
- ⇨ Post-secondary attainment of the Saskatchewan population over 15 years of age increased by 19 per cent since 2011. The greatest gains were in university degree attainment.
- ⇨ The annual target, which is to maintain the current level, has been met.

Although levels of educational attainment change slowly, it is critical that these levels continue to increase to support Saskatchewan's economic growth.

Government influences student attainment by supporting an educational system that enables students to get into school and then helps them succeed. An effective post-secondary sector has accessible, high-quality programs and services, as well as an array of support services and strategies to help graduates move into the labour force.

Educational Attainment of First Nations and Métis and Non-First Nations and Métis Populations Aged 15 Years and Over by Credential

Rate of Educational Attainment of First Nations, Métis, and Non-First Nations and Métis Populations 15 Years and Over, 2011 and 2016



Note: Statistics Canada's Labour Force Survey includes information for off-reserve First Nations people only. The survey measures Aboriginal populations based on self identification with at least one Aboriginal group (First Nations, Métis or Inuit). The Non-First Nations and Métis population reported above includes individuals that did not identify with an Aboriginal group. The educational attainment of the non-Aboriginal population is based on a larger sample size and; therefore, has a higher degree of statistical reliability than that for First Nations and Métis populations. Rates reported here may differ slightly from those reported in earlier reports due to Statistics Canada's 2015 population rebasing, which resulted in revisions back to 2001. Totals might not equal 100 per cent due to rounding errors.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average.

Results:

- Non-Aboriginal populations have higher rates of post-secondary educational attainment than First Nations and Métis populations.
- Since 2011, 7,600 more Aboriginal people in Saskatchewan have received a post-secondary certificate, diploma or degree. This represents a 27 per cent increase for First Nations people, and a 35 per cent increase for Métis people. Non-First Nations people experienced a more modest increase of 18 per cent in post-secondary credential attainment.
- Progress since 2011 is positive. Attainment rates of Aboriginal graduates are closer to those of non-First Nations populations for diplomas and certificates. These gains have been offset by an increased gap in rates of university degree attainment.
- The annual target, which is to maintain the current level, has been met. More work is required to achieve the long-term target, which is to match the attainment level of the overall Saskatchewan population.

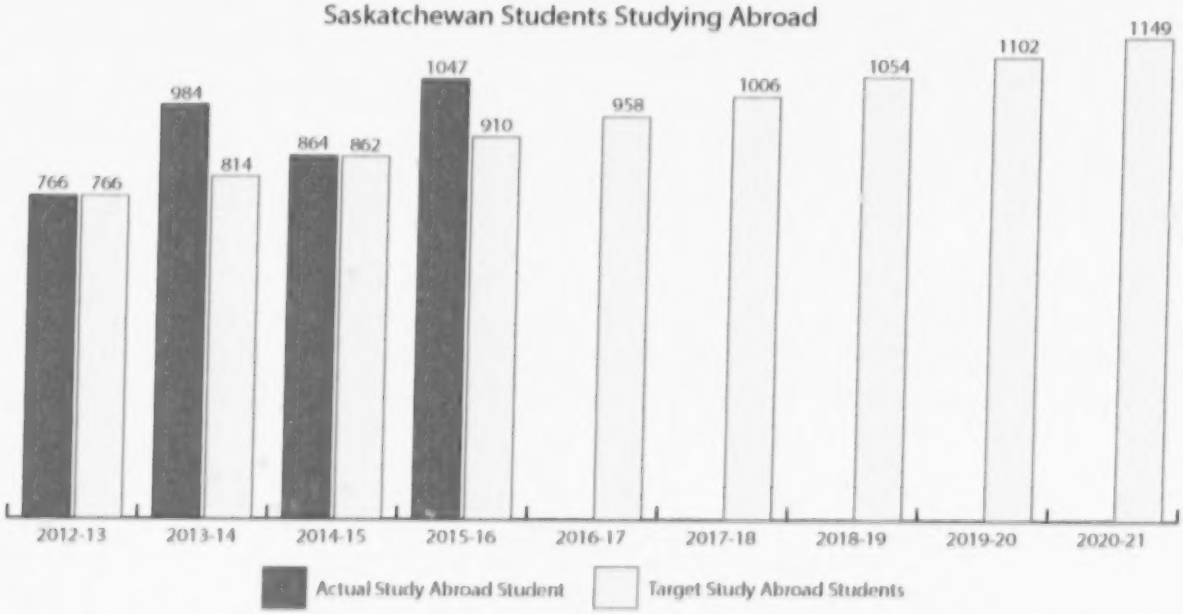
Saskatchewan has a young and growing First Nations and Métis population. It is important to continue developing the supports necessary to ensure increasing numbers of Aboriginal students complete high school, succeed in post-secondary studies and enter the workforce.

Federal and provincial governments – as well as employers and community-based organizations – can influence this measure by working with post-secondary partners and students to address factors impacting outcomes for First Nations and Métis people. These include improving basic skills, establishing links to employment and providing necessary supports.

There is still more work needed to close the education gap between Aboriginal and non-Aboriginal people. Higher education is an important factor in gaining and maintaining employment and fostering growth and opportunity. People with higher levels of education are more likely to have higher wages, shorter periods of unemployment and better health.

Number of Saskatchewan students studying abroad

By 2020, increase the number of Saskatchewan students studying abroad by 50 per cent over the 2011 baseline.



Note: During the implementation of Saskatchewan's Post-Secondary International Education Strategy, there was a change in data available to the Ministry and the need for a change in methodology was identified. The Ministry is now collecting annualized data on the number of international students in the province and the number of Saskatchewan students who study abroad. This data is collected directly from institutions designated to host international students. This change has resulted in a new baseline using data from 2012-13.

Source: Fall (Sept-Dec) enrolment data provided directly from Saskatchewan post-secondary institutions designated within the International Student Program.

Results:

- Saskatchewan students studying abroad have increased by nearly 37 per cent since 2012-13. We are on track to exceed our goal.
- Most students are studying in the United States and China.
- In 2014-15, changes were made to the definition "study abroad" and numbers were restated to reflect the new definition.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

This Ministry goal supports the strategic priorities from the *Saskatchewan Plan for Growth*: increasing Saskatchewan's competitiveness, improving education outcomes, connecting workers and employers and investing in skills training.

This Ministry goal supports the post-secondary sector expectations of responsiveness and quality. The responsiveness expectation focuses on Saskatchewan's post-secondary sector meeting the needs of students, communities and the economy. The quality expectation concentrates on Saskatchewan's post-secondary sector meeting required standards and maintaining public confidence in the programs and services provided.

Ministry Goal

Meet the advanced education needs of the province

Strategy

Provide education and training to meet the diverse needs of Saskatchewan's labour market

Key Actions and Results

Encourage alignment of programs with labour market demand

- In order to support graduate employment and to provide employers with access to qualified applicants, post-secondary institutions provide programming that meets labour market demand.
- Respondents to the Graduate Survey had a strong employment rate at 85 per cent, compared to Saskatchewan's overall employment rate of 65 per cent.
- Formed in November 2014, the Saskatchewan Skills Training Sector Program Planning Committee, made up of Sask Polytech, DTI, Saskatchewan Apprenticeship and Trade Certification Commission, SIIT, the Ministry of Advanced Education, the Ministry of the Economy, the seven regional colleges and Lakeland College, ensures training is provided efficiently and effectively.
  - The Committee analyzed program data to better understand the relationship between program investments and outcomes for learners.
  - The Committee developed tools to summarize programs being offered in the province. This resource allows institutions to support students with referrals to other institutions when programs are over-subscribed, as well as operate more efficiently by sharing information on excess facility capacity and equipment that is not being fully utilized.
- Students interested in programming not offered in Saskatchewan are supported through interprovincial agreements, that secure training for learners in key program areas not available in the province. Through these agreements, Saskatchewan purchases a specific number of training seats in each program that are designated for Saskatchewan applicants.
  - The Ministries of Advanced Education and Health conducted a labour market review and concluded that additional seat purchases in the Diagnostic Medical Sonography program were required to meet pressing labour market demands in Saskatchewan. In order to fund this expansion within the existing budget, both Ministries agreed the Denturist, Optometry, Orthotics and Prosthetics agreements be phased out. The redirection of resources doubled the number of seats in the Diagnostic Medical Sonography program from four to eight. In September 2016, eight students started their program.
  - The Ministry currently has five interprovincial agreements valid from 2015 to 2020 to support students training in the fields of Occupational Therapy, Nuclear Medicine Technology, Diagnostic Medical Sonography, Respiratory Therapy and Magnetic Resonance Imaging.

- The International Minerals Innovation Institute is a partnership made up of mining companies, government ministries and agencies, as well as post-secondary and research institutions. In collaboration with U of S and U of R researchers, it funded six new research and development projects worth approximately $3.3M. The Institute has also been active in supporting mining programming at Saskatchewan post-secondary institutions.
  - The Institute supported an Introduction to Mining program at Parkland College and Carlton Trail College. Over two years, 30 students from 10 First Nations graduated from the program.
  - The Mining School at Northlands College officially opened in spring 2017.
  - The first five students graduated from the Institute and Government of Saskatchewan-supported U of S College of Engineering Mining Options program.

Encourage post-secondary institutions and employers to implement additional experiential learning opportunities

- As part of their education, students participate in learning opportunities that provide practical and relevant work experiences. Saskatchewan post-secondary institutions work with industry and community partners to increase these experiential learning opportunities.
  - Sask Polytech had 580 work-term placements through its co-op program in the 2016 calendar year.
  - The U of R had 772 students in its co-op program. Ninety-two per cent of placements were in Saskatchewan.
  - While the U of S does not centrally track the number of students participating in co-op opportunities, 8,303 U of S students participated in courses which contained elements of experiential learning.
- Fifty internships were supported through a Ministry investment of $270K in the Mitacs *Accelerate* program. This program gives Saskatchewan graduate students and post-doctoral fellows experience through research internships with Saskatchewan businesses.
- The Graduate Survey showed that half of respondents participated in some kind of experiential learning over the course of their post-secondary program. Two-thirds of respondents indicated it benefited them to a great extent and nearly all found the experience beneficial.

Provide operational support for the Provincial Training Allowance (in collaboration with the Ministry of the Economy) and the Graduate Retention Program (in collaboration with the Ministry of Finance, the Ministry of Social Services and the Saskatchewan Housing Authority)

- The Provincial Training Allowance provides a living allowance for low-income adult students enrolled full-time in basic education, workforce development programs or quick skills training.
  - 4,900 students received the Provincial Training Allowance to support their post-secondary education and skills training.
- The Graduate Retention Program (GRP) gives graduates (both from Saskatchewan and elsewhere) a financial incentive to work and build their futures in the province. Post-secondary graduates who live in Saskatchewan for seven years after they graduate receive a tax credit of up to $20,000 for tuition fees paid.
  - For the 2016 tax year, the certificates are worth a maximum tax credit of $113.9M.

International Study Provides Learning Opportunities

International student studying in Saskatchewan

Carmen Marquez Mellidez transferred to the University of Saskatchewan in September 2014 from the Universidad Complutense de Madrid with the Trans-Atlantic Science Student Exchange Program. She initially came for eight months, but because of exciting research opportunities here, she extended her stay. For example, she is using the VESPERS beamline at the Canadian Light Source to study mummified bone tissue and contribute to our understanding of the role of trace elements in cancer.

Marquez Mellidez remembers the first time she used the beamline to study a sample: "I kept thinking to myself, 'How am I in this huge thing, to scan one little bone?' and 'If I break this machine, I am so dead.'" Scanning took 18 hours but when she saw evidence of the trace elements she had been anticipating in a tiny crevice of the small rib she studied, she felt ecstatic.

Marquez Mellidez is passionate about her research, and encourages other students to pursue their research interests while at the undergraduate level.

International Study Provides Learning Opportunities

Saskatchewan students studying internationally

Four nursing students and one veterinary medicine student from the U of S travelled to Uganda in 2015 as part of the project "Community Partnership for Food Security and Health." This multi-year project will see 36 U of S students travelling to Uganda for three month internships.

The first group of students worked in rural villages and in the Mbarara Hospital. The students had an amazing experience working with the local community, which welcomed them whole-heartedly. They were grateful for the opportunity to experience international development work first hand. Some highlights for the students were: spending time with the children, learning about the community-oriented nature of the Ugandan people, and the weekend activities which included shopping at the local markets, trips to Queen Elizabeth Park, swimming at King Fisher Pool and an unforgettable safari.

Encourage institutions to be more globally engaged by increasing the number of international students studying in Saskatchewan

- In the 2015-16 academic year (the most recent data available), there were 6,814 international students with a valid study permit enrolled in post-secondary programming in Saskatchewan, nearly 13 per cent more than in 2014-15. Of the 6,814 learners:
  - 19.2 per cent were enrolled in non-degree programming;
  - 49.8 per cent were enrolled in undergraduate programming;
  - 30.2 per cent were enrolled in graduate programming; and
  - 0.8 per cent were enrolled in post-graduate programming.
- As of January 2017, 26 post-secondary institutions have been designated for the International Student Program, which provides authorization to enroll international students.
- Approximately one-third of Saskatchewan international students are from China. Representation is also strong from India, Nigeria, Saudi Arabia, Iran and Pakistan.

Strategy

Ensure technology supports the delivery of services to clients

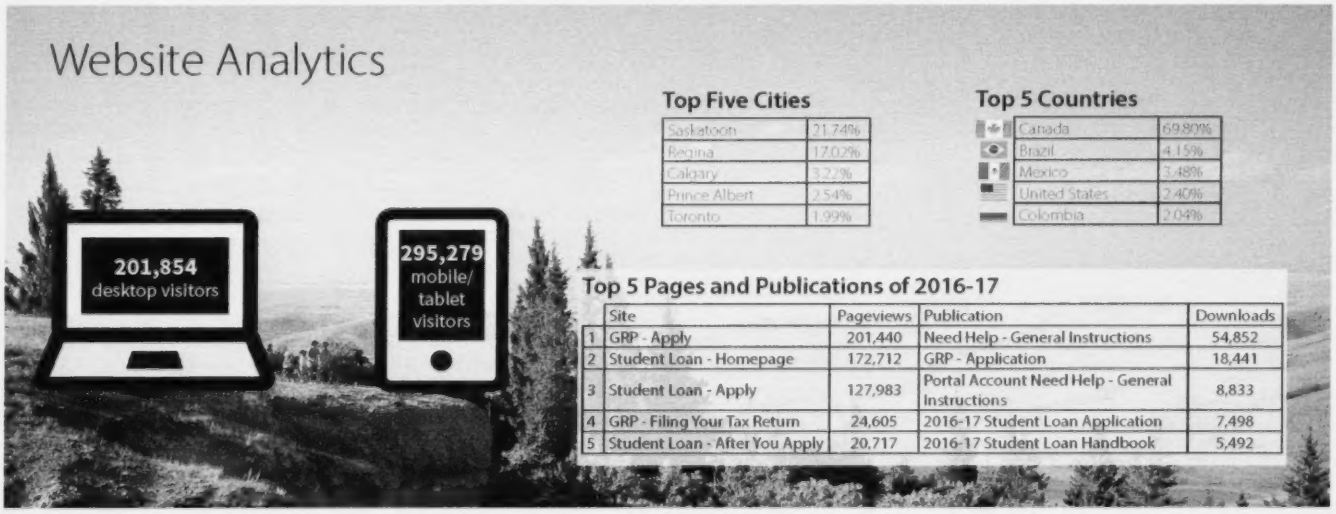
Key Actions and Results

Update some elements of the Ministry's client service database software

- The One Client Service Model (OCSM) system delivers services and funding to citizens for education and training to support the growth of the province.
  - The OCSM database was successfully upgraded. This work addressed multiple years of deferred maintenance and enhanced security.

Improve online client services

- The Ministry's Student Web Portal is a web-based service that lets students apply online for student loans and the Provincial Training Allowance.
  - In December 2016, a new feature was added that gives students secure, online access to their student loan assessments. Previously, assessments were only available through mail-outs. In addition to the improved service to students, it is expected this new feature will save in excess of $35K annually in mail costs.
- Using analytics available through saskatchewan.ca, the Ministry is able to review traffic on the website, and view which sites and publications are the most-viewed and accessed. This past year the Advanced Education website saw a total of 990,247 views, a 68 per cent increase from 2015-16.
  - The Graduate Retention Program application site received the most views, while the Need Help General Instructions publication for Student Loan Applications was the most downloaded.
  - Assessing website traffic and reviewing most-visited websites and most-downloaded publications allows the Ministry to ensure services are designed to meet the needs of its clients.


Website Analytics
Top Five Cities
Saskatoon 21.74%
Regina 17.02%
Calgary 3.22%
Prince Albert 2.54%
Toronto 1.99%
Top 5 Countries
Canada 69.80%
Brazil 4.15%
Mexico 3.48%
United States 2.40%
Colombia 2.04%
201,854 desktop visitors
295,279 mobile/ tablet visitors
Top 5 Pages and Publications of 2016-17
1 GRP - Apply 201,440 Need Help - General Instructions 54,852
2 Student Loan - Homepage 172,712 GRP - Application 18,441
3 Student Loan - Apply 127,983 Portal Account Need Help - General Instructions 8,833
4 GRP - Filing Your Tax Return 24,605 2016-17 Student Loan Application 7,498
5 Student Loan - After You Apply 20,717 2016-17 Student Loan Handbook 5,492

Strategy

Ensure required program and service standards are met

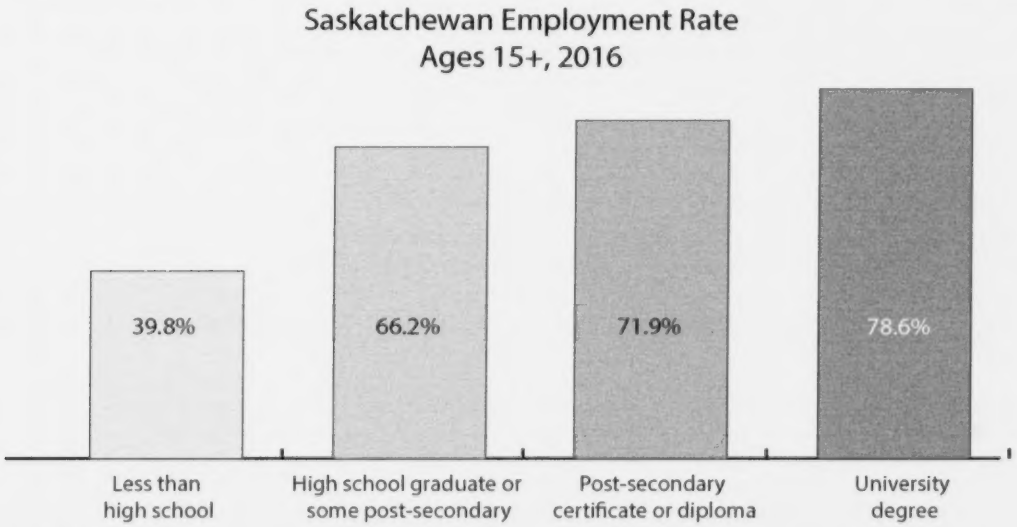
Key Actions and Results

Ensure new degree program applications undergo the quality assurance process

- A primary responsibility of the SHEQAB is to review applications for new degrees at institutions other than the two universities.
  - The Board initiated a review of Briercrest's application for authorization of a Bachelor of Arts in Psychology/ Psychology (Honours).
  - The SHEQAB also completed its review and approved the application made by Sask Polytech for a Bachelor of Construction Management.
- In the fall of 2016, the SHEQAB reviewed annual monitoring reports for the following programs:
  - Bachelor of Psychiatric Nursing, third year, at Sask Polytech;
  - Bachelor of Arts in Humanities, third year, at Briercrest; and
  - Bachelor of Arts in English/English (Honours), first year, at Briercrest.

Performance Measures

Employment Rate by Credential



Note: Rates may differ slightly from those reported in earlier reports due to the use of a custom tabulation of Statistics Canada's Labour Force Survey estimates instead of Statistics Canada's CANSIM Table 282-0004. The custom tabulation includes Aboriginal identity estimates which are used in this report.

Source: Statistics Canada. Labour Force Survey custom tabulation, estimates by Aboriginal identity, educational attainment, age group, sex, Canada, province, annual average.

Results:

- Higher levels of educational attainment lead to higher rates of employment.
- The annual target, which is to maintain the employment rate by credential, has been met.

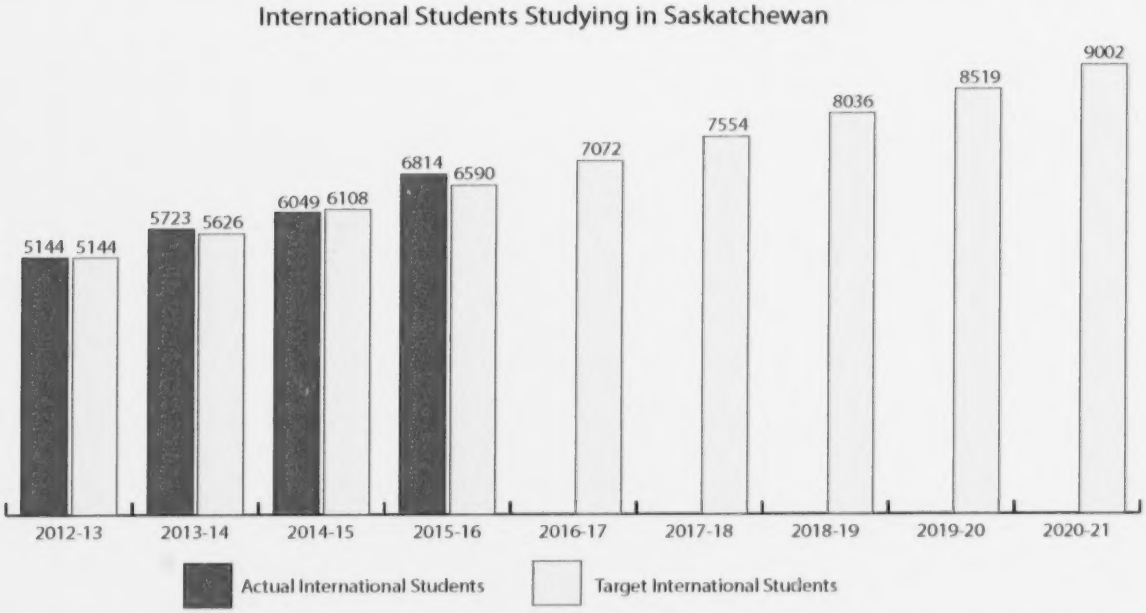
This chart demonstrates the critical impact education has on employment outcomes. People with a post-secondary certificate, diploma or a university degree have higher rates of employment.

Research indicates people with higher levels of education are more likely to have higher wages, higher rates of employment, shorter periods of unemployment and better health. Education is a key component of productivity growth, which results in a higher standard of living and supports the Government goal of growth and opportunity.

Although levels of educational attainment change slowly, it is critical these levels continue to increase for Saskatchewan to maintain a skilled and knowledgeable labour force. These numbers can be influenced through an array of support services and strategies to help graduates move into the labour force.

Number of international students studying in Saskatchewan

By 2020, increase the number of international students studying in Saskatchewan by 75 per cent over the 2011 baseline.



Note: During the implementation of Saskatchewan's Post-Secondary International Education Strategy, there was a change in data available to the Ministry and the need for a change in methodology was identified. The Ministry is now collecting annualized data on the number of international students in the province and the number of Saskatchewan students who study abroad. This data is collected directly from institutions designated to host international students. This change has resulted in a new baseline using data from 2012-13.

Source: Fall (Sept-Dec) enrolment data provided directly from Saskatchewan post-secondary institutions designated within the International Student Program.

Results:

- ⇨ International student enrolment has been increasing steadily, with a 32 per cent increase since 2012-13. We are on target to meet our goal.
- ⇨ Most international students were enrolled in an undergraduate program.

Government Goals

Sustaining growth and opportunities for Saskatchewan people

Meeting the challenges of growth

Securing a better quality of life for all Saskatchewan people

Delivering responsive and responsible government

This Ministry goal supports the strategic priority from the Saskatchewan Plan for Growth: delivering responsive and responsible government.

This Ministry goal supports the post-secondary sector expectations of sustainability and accountability. The sustainability expectation calls for Saskatchewan's post-secondary sector to operate within the resources available. The accountability expectation focuses on Saskatchewan's post-secondary sector achieving expected outcomes and being transparent.

Ministry Goal

Saskatchewan's post-secondary sector is sustainable

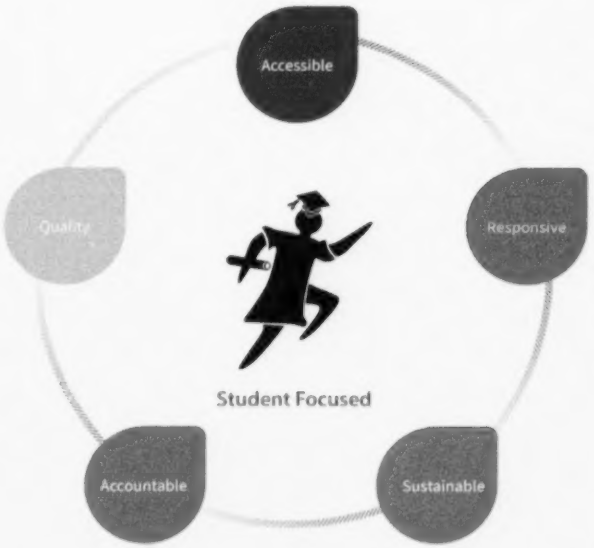
Strategy

Enhance accountability mechanisms

Key Actions and Results

Provide leadership and financial oversight to the post-secondary sector

- To ensure the post-secondary sector is working toward common outcomes, the Ministry developed five expectations for itself and its post-secondary partners. The Ministry expects our student-focused sector to be accessible, responsive, sustainable, accountable and high quality.
- In October 2016, the Ministry hosted the Governance and Leadership Conference in Saskatoon with 136 attendees from Saskatchewan post-secondary institutions. The forum provided an opportunity for the Ministry and institutions to explore roles, relationships and issues, as well as to discuss sustainability challenges.
- The Ministry took a number of actions in response to a challenging fiscal environment and the need to ensure ongoing oversight and sustainability in the post-secondary sector:
  - $2.4M in internal savings through reduced spending on general administrative expenses, information technology, managing vacancies, discretionary spending and reductions to capital allocations.
  - Post-secondary institutions were directed to provide quarterly financial forecasts which reflect each institution's consolidated operations.
  - Training institutions were further directed to develop and submit staffing plans for out-of-scope positions and in-scope administrative positions.
  - The Ministries of Health and Advanced Education worked with the College of Medicine at the U of S to develop a detailed five year financial plan and a process for gathering and assessing information on the College's operating costs.



- The Ministry encouraged institutions to establish policies on responding to and preventing sexual assault and violence.
  - The universities, including the federated and affiliated colleges, and nine of 10 college and technical institutes have submitted policies concerning sexual assault to the Ministry.
  - The college and technical institute policies were reviewed by the Sexual Assault Services of Saskatchewan. The review used the *Campus Sexual Violence: Guidelines for a Comprehensive Response* document, developed specifically for Canadian post-secondary institutions by the Western Canada Sexual Assault Initiative.

Pilot initial set of post-secondary indicators

- Launched in 2015, the post-secondary education indicators project is a joint initiative between the Ministry and post-secondary institutions that will provide consistent, comparable data on Saskatchewan's post-secondary sector. The data will be used to support improvements, develop policy and make decisions.
- A pilot project involving the Ministry, the U of S, the U of R and Sask Polytech began in September 2015. It is focused on data related to credentialed post-secondary activity – degrees, diplomas and certificates. The first results are anticipated in 2017 and sector-wide results are expected in 2019-20.
  - Work focused on development of additional indicators including financial, leading and quality indicators.

Solicit citizen input and feedback on the Ministry's priority front line programs and services and the technology used to deliver them

- In November 2016, the Ministry worked with post-secondary students on a Value Stream Mapping exercise to better understand the student loan application process and identify areas for improvement. The exercise led to three ways to improve the student loan application process:
  - better communication to students about their application status and the funds they will receive;
  - increased electronic availability of information and application status for students; and,
  - a simpler application form.

Continue to implement the Action Plan on Accountability and Governance

- Beginning in 2015-16, the Ministry partnered with the Ministry of Health and the Saskatchewan School Boards Association to offer the Professional Director Certification Program.
- The Program provides educational opportunities for board governors at post-secondary institutions and promotes the development of leading governance practices.
  - In May 2016, a fourth cohort of 16 post-secondary sector governors registered in the *Professional Director Certification Program*. To date, 83 Saskatchewan post-secondary sector board members and Ministry staff have received certification.

Strategy

Physical infrastructure supports Ministry and sector goals

Key Actions and Results

Provide operational and capital funding for post-secondary institutions including support for major capital projects as well as repairs and maintenance (i.e., Preventative Maintenance and Renewal)

- A total investment of $66.11M was provided to post-secondary institutions for major capital projects:
  - $30.17M to the U of S;
  - $30M to the U of R;
  - $1.09M to the federated and affiliated colleges;
  - $2.85M to Sask Polytech, GDI and SIIT; and,
  - $2M to the regional colleges.

- A total of $20.04M in preventative maintenance and renewal funding was provided for post-secondary education infrastructure in 2016-17:
  - $12.86M to the U of S;
  - $4.94M to the U of R;
  - $359K to the federated and affiliated colleges;
  - $1.14M to Sask Polytech; and,
  - $739K to the regional colleges.
- Saskatchewan is receiving $65M in federal funding under the Strategic Investment Fund program to enhance research and innovation capacity at post-secondary institutions. Under the program, federal funding will cover up to half of a project's eligible costs, with institutions covering the remaining amount from non-federal partners.
  - There are 10 projects with eight institutions with an estimated total cost exceeding $135M:
    - U of S – Collaborative Science and Research Building;
    - U of R – College Ave Campus Renewal; Modernization and Core Upgrade of the Lab Building;
    - Parkland College – Melville Fire Training Site;
    - Carlton Trail College – Punnichy Program Centre;
    - St. Thomas More College – North Building Renewal;
    - GDI – La Loche Expansion;
    - SIIT – Saskatoon Campus Mechanical System Renewal; Saskatoon Campus Building Envelope Upgrade; and,
    - Sask Polytech – Hannin Creek Educational Facility Wet Lab.

Develop and implement a sector-wide capital plan

- The Ministry continues to work with public post-secondary institutions to develop their capital plans and capital planning strategies. The Ministry also evaluates and prioritizes their capital projects.
  - The U of R recently completed an updated 2016 Master Campus Plan which focuses on its physical environment, serving community needs and providing an effective place to work and study.
  - The U of S has a four-year integrated planning cycle which includes a ten-year Capital Plan and a long-term Infrastructure Master Plan.
  - The regional colleges have 10-year capital plans.

Work with institutions to develop a consistent definition of deferred maintenance and current replacement value

- Discussions are on-going with institutions and across government to develop consistent definitions.

Work with the public post-secondary institutions to inventory the deferred maintenance backlog

- Post-secondary institutions vary in their use of asset management systems and options are being explored for more consistent reporting of the deferred maintenance backlog.
  - The U of S is currently reporting this information in its annual report.

Strategy

Saskatchewan post-secondary sector partners work together to serve clients

Key Actions and Results

Encourage post-secondary sector collaboration

- Saskatchewan institutions work together to ensure the post-secondary sector supports learners throughout the duration of their post-secondary education.
- The U of R, U of S and the Ministry continue to research and evaluate the methodologies used in the Saskatchewan University Funding Model to ensure it remains relevant, fair and effective.
  - The Working Group on University Funding has collected key data on funding per enrolment, faculty per enrolment and support staff per enrolment to allow for comparison between the U of S and U of R.
  - The Working Group has also conducted a review of the Funding Model, along with recommendations for improvement, and a review of tuition data used in the Model to ensure tuition figures are accurate and consistent.

- The Ministry worked with public post-secondary institutions to develop an inventory of promising practices called, *First Nations and Métis Initiatives: Promising Practices and Challenges in Saskatchewan's Post-Secondary Sector.*
  - Eight institutions presented on their promising practices on student transitions, Indigenous advisory groups, and incorporation of Indigenous spaces and content at the Governance and Leadership Conference held in October 2016.
  - At the conference, North West College presented their Level III Incubator project, where Adult Basic Education students work together to operate a coffee kiosk at the North Battleford campus. Since the conference, Cumberland College has visited North West College to observe the program and is investigating corporate sponsors with the intention of implementing a similar program.
  - The findings of the inventory were also presented at the Aboriginal Employment Transitions Workshop at Wanuskewin Heritage Park in November 2016.

Encourage efficiencies within the sector including collaborative teaching and sharing library resources

- The U of R, U of S and Sask Polytech completed a shared library resources project, which gives current faculty, staff and students more convenient access to the resources available at all three institutions. They can borrow up to 25 items at any participating library and return the items to any participating library.
  - The U of R and Sask Polytech have both joined the Consortium of Academic and Special Libraries of Saskatchewan. The Consortium supports inter-institutional collaboration and innovative solutions for library users. The Consortium is in the beginning stages of selecting a next generation library platform, that uses cloud-based software to make it easier for institutions and students to manage and search library collections.
  - Since joining the Consortium, the U of R estimates that their licensing fees have been reduced by $45K.
  - The two universities are working together to find alternate ways to deliver courses in programs with low enrolments. They have been successful in offering joint courses in fine arts and physics, as well as the shared courses offered through the Johnson Shoyama Graduate School of Public Policy. The U of R and Sask Polytech have also had success in offering courses through the Collaborative Nursing Program.
  - The Registrars at the U of R and U of S are looking at ways to harmonize the academic calendar between the two universities as a way to promote greater joint-teaching collaboration. A common calendar at both universities, with common breaks and schedules, would make it easier for instructors to plan and students to participate in joint course offerings.
- The U of R, U of S and Sask Polytech also participate in joint procurement activities for gaseous products, vehicle rentals, lab acquisitions, risk management services and courier services that have led to increased efficiencies.

Strategy

Focus on improvement and innovation

Key Actions and Results

Continue continuous improvement and innovation initiatives, including Lean

- The Ministry undertook various continuous improvement activities such as the Value Stream Mapping exercise used to enhance the student loan application process.

Engaging Students in Ministry Improvements

Ministry staff and the students they support have experienced challenges with the Canada-Saskatchewan Integrated Student Loan Program due to complex paper forms and process.

The Ministry completed a Value Stream Mapping exercise in November 2016 to better understand the current state of the student loan application process and identify areas for improvement. Post-secondary students were involved in a feedback session to share their expectations and ideas.

Angèle Poirier was one of the students who participated in the event. "More ministries need to do this!" she said. "As a lowly taxpayer, it is easy to perceive governmental or administrative organizations as distant, faceless, and aloof. This exercise smashed through all of those perceptions. I learned that there is actually a human being on the other side of my student loan application, and that person is actually on my side."

"Thanks to this exercise, I would not hesitate to phone - or even drop by in person - if I had questions or concerns about my student loan. As it turns out, the office is not big and scary. In fact, it is filled with people who are indeed my advocates and not my foes. This linkage between citizen and government is crucial, which is why I would like to see this happen more, in all areas of government."

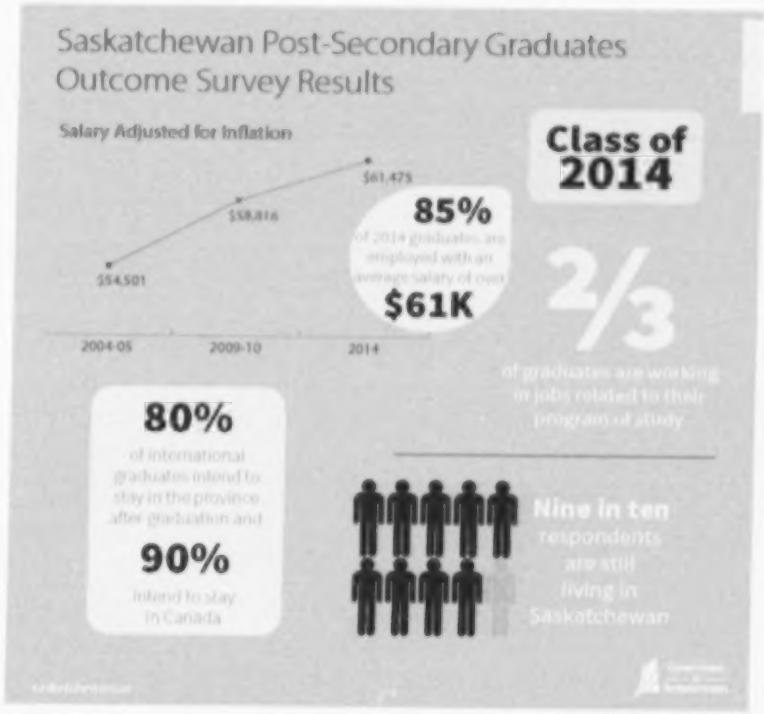
The Ministry plans to improve the loan application by:

- ⇨ improving communication to students about their application's status and the funding provided;
- ⇨ increasing electronic availability of information to reduce time for students and Ministry staff to interact; and
- ⇨ improving and simplifying the application form.

The Ministry already updated the Advanced Education Student Portal to permit electronic viewing of assessment letters in December 2016. The update provides students with information sooner and reduces the risk of mailing letters to out-of-date addresses. Overall, this update will result in reduced wait times for students to receive their assessment.

Conduct and implement the recommendations from core program reviews and evaluations

- The third iteration of the Saskatchewan Post-Secondary Graduate Outcomes Survey was conducted in partnership with post-secondary institutions.
  - The Graduate Survey received responses from over 5,400 students who successfully completed a post-secondary program within the 2014 calendar year (July 2014 to June 2015 for private vocational schools).
  - Results from the survey found more than 90 per cent of students are satisfied with the quality of their educational experience and a large majority would recommend their program to others. The survey also indicated a majority of graduates see significant benefits from their post-secondary programs including improved employment opportunities, better income and the necessary skills and knowledge for their career.



- The Canada-Saskatchewan Integrated Student Loan Program was reviewed by the Ministry and results indicated:
  - the program should be as consistent as possible with changes to the federal student loan program to maintain consistency for students and retain the benefit of a single application process;
  - efforts to improve clarity for borrowers about their accrued debt should be undertaken; and
  - a simpler and more transparent application process would be beneficial.
- The results of the student loan program review formed the basis of the Ministry's changes to the student loan program that will come into effect in the 2017-18 loan year.

2016-17 Financial Overview

In 2016-17, the Ministry of Advanced Education had expenses of $815.3M, an increase of $54.8M from the budget estimate of $760.5M. The Government of Canada's Post-Secondary Institutions Strategic Investment Fund, providing support to Saskatchewan infrastructure projects, resulted in increased capital transfers that were partially offset by in-year expenditure restraint efforts.

The following table outlines information on actual and budgeted expenditures by subvote and subprogram. Explanations are provided for all variances that are $500K or greater.

Financial Statements

Expense Actuals

	(thousands of dollars)		
	2016-17 Budget	2016-17 Actual	Variance Over/(Under)
Subvote/Subprogram			
Central Management and Services (AE01)			
Minister's Salary	49	49	0
Executive Management	1,640	1,578	(62)
Central Services	9,922	7,825	(2,097)[1]
Accommodation Services	3,679	3,742	63
Subvote Total	15,290	13,194	(2,096)
Post-Secondary Education (AE02)			
Operational Support	2,990	2,606	(384)
Universities, Federated and Affiliated Colleges	474,739	467,171	(7,568)[2]
Technical Institutes	156,349	154,564	(1,785)[3]
Regional Colleges	28,754	28,273	(481)
Post-Secondary Capital Transfers	25,782	86,147	60,365[4]
Subvote Total	688,614	738,761	(12,754)
Student Supports (AE03)			
Operational Support	3,110	2,824	(286)
Saskatchewan Student Aid Fund	32,500	35,000	2,500[5]
Scholarships	14,345	15,520	1,175[6]
Saskatchewan Advantage Grant for Education Savings	6,500	9,835	3,335[7]
Subvote Total	56,455	63,179	50,147
Total Expenditure	782,522	771,616	(10,906)
Capital Asset Acquisitions	0	0	0
Capital Asset Amortization	139	167	28
Total Advanced Education Expense	760,498	815,301	54,803

Supplementary Estimates/Special Warrants:

- ⇨ Supplementary funding of $51.45M was approved in November 2016 to support the province's participation in the federal Strategic Investment Fund, which provided funding to capital projects at Saskatchewan's post-secondary institutions to expand, repair and modernize post-secondary infrastructure.
- ⇨ A Special Warrant of $4.47M was approved by Cabinet (OC 58/2017) to address client demand in student support programs and to take advantage of further federal Strategic Investment Fund opportunities.

Explanations of Major Variances

1. The majority of savings in Central Services in a result of postponing certain information technology projects, as well as general administrative savings achieved as part of the expenditure restraint exercise.
2. The variance is due to in-year expenditure restraint initiatives, which includes a one per cent operating grant reduction to all institutions ($4.5M); a further reduction to some institutions operating grant equal to their 2016 Workers' Compensation rebates ($1.5M); and the deferral of various post-secondary projects ($1.6M).
3. Savings are the result of in-year expenditure restraint initiatives, which includes a one per cent operating grant reduction ($1.3M) as well as a further reduction to Saskatchewan Polytechnic's operating grant equal to its 2016 Workers' Compensation rebate ($0.5M).
4. The increase is due to the province's participation in the federal government's Post-Secondary Strategic Investment Fund resulting in enhanced capital transfers to support post-secondary infrastructure ($64.3M). The increased spending is partially offset by two factors: in-year expenditure restraint in strategic and base preventative maintenance and renewal funding ($3.6M), and project savings for the Southeast College in Weyburn ($0.4M).
5. The increase in the Saskatchewan Student Aid Fund is due to greater than budgeted student disbursements.
6. The increase in Scholarships is primarily due to increased uptake in the Saskatchewan Advantage Scholarship.
7. The increase in the SAGES program is due to increased program uptake.

Summary of Revenues

The majority of the revenue for Advanced Education is directly tied to agreements with the federal government. All revenue collected is deposited into the General Revenue Fund.

For 2016-17, actual revenue was $74.1M, an increase of $64.9M from the $9.1M budget.

The following table outlines information on actual and budgeted revenues. Explanations are provided for all variances that are $100K or greater.

Revenue Actuals

	(thousands of dollars)		
Revenue Category	Budget	Actual Revenue	Variance Over/(Under)
Privileges, Licences and Permits			
Other Miscellaneous Services	70	0	(70)
Property and Building Rentals	115	134	19
Subtotal	185	134	(51)
Sales, Services and Service Fee			
Other Registration Fees	21	20	(1)
Subtotal	21	20	(1)
Federal-Provincial Cost Sharing Programs	8,927	73,637	64,710[1]
Subtotal	8,927	73,637	64,710
Other Revenue			
Casual Revenue	5	11	6
Cash Refunds of Previous Year's Expenditures	10	18	8
Change in Previous Years' Estimates	-	264	264[2]
Subtotal	15	293	278
Total Revenue	9,148	74,084	64,936

Explanations of Major Variances

1. The majority of the increase is due to federal funding for the Post-Secondary Strategic Investment Fund to support infrastructure projects in the Province.
2. The majority of the increase is due to revised expenditure estimates from prior years relating to the SAGES program.

For More Information

If you have any questions or comments we invite you to call 1-800-597-8278 or contact:

Ministry of Advanced Education
1120 - 2010 12th Avenue
Regina, Saskatchewan S4P 0M3

The Ministry of Advanced Education produces three annual reports:

- The Ministry of Advanced Education Annual Report 2016-17
- Student Aid Fund Annual Report 2016-17
- Training Completion Fund Financial Statements 2016-17

To obtain more information about the programs and services contained in this Annual Report or to view other annual reports visit our website at saskatchewan.ca.

Appendices

Appendix A: Ministry of Advanced Education Executive Organization